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ABSTRACT

A strategy for use in drug education programs is described. Some elements of good communication and ideas for involving teachers and students in communication and trust-building experiences are provided, including Warm-Up Activities, Sharing and Interview experiences, Reaction and Surfacing exercises. The experiences and activities are intended for use by DARTE teams working with local district teachers and students. The ideas and activities are suggested for use wherever people are learning to work together on common tasks. (BN)

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THINGS TO DO TO BUILD COMMUNICATION AND TRUST

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DARTE

... emphasizes drug abuse PREVENTION

... helps young people learn how to make DECISIONS

... FOCUSES on things that adults and students can do together in the school-community setting

... trains LEADERSHIP teams of equal members of students and adults

... works with leadership teams to plan drug abuse EDUCATION programs for their local school districts, to carry out their plans and train others in their school district

DARTE BELIEVES THAT IF YOUNG PEOPLE HAVE

... positive concepts of good physical and emotional health

... personal resources to turn to in time of stress or trouble

... rewarding relationships with others

... challenging and fulfilling experiences in schools; and,

... had experience in making personal decisions based on examination of information, their own values, and consequences of risk behavior,

they are less likely to turn to the "drug solution"

DARTE:

... Conducts training WORKSHOPS for leadership teams of educators and young people,

... develops MATERIALS: ***DARTE Resource Guide***, ***things to do to build communication and trust***, ***decisions: values and drugs***, ***in touch***

... organizes drug abuse education training CONFERENCES

... arranges training CLINICS on communications and values clarification

INTRODUCTION

An important strategy in drug abuse education programs is to help young people and school staff develop patterns of more open communication with each other and build more trusting relationships.

This booklet describes some elements of good communication and provides ideas for involving teachers and students in communication and trust-building experiences.

The experiences and activities described are intended for use by DARTE teams working with local district teachers and students. The ideas and activities discussed in this booklet can be used in classrooms, by school groups, with parents -- wherever people are learning to work together with each other on common tasks.

ELEMENTS OF EFFECTIVE COMMUNICATION

Communication is basic to human understanding in an interpersonal relationship. The way we communicate in large part determines the nature and degree of our interpersonal conflicts and how we relate to other people.

While we all "talk" to and with others and "listen" to what they have to say, our communication skills generally fall short of fostering effective interpersonal relationships. Teams that are effective in implementing a program are those in which members feel free to communicate openly and are willing to trust each other.

Effective communication implies the open expression of ideas, opinions, and concerns in an environment free from defense mechanisms and barriers. In such an environment where people deal openly with issues, conflict is more easily resolved and action undertaken. Team members are more willing to consider alternatives, to try the untried, and to take responsibility for action when they have been part of a decision-making process built on effective communication.

... AN OVERVIEW

1. Confront situations
2. "Own" your problems
3. Put yourself in another person's place
4. Suspend judgment
5. Use non-verbal communication consistent with your verbal communication
6. Reflect and clarify
7. Encourage feedback
8. Minimize defensive behavior
9. Eliminate "killer phrases"
10. Unfinished business
11. Effects of communicated responses

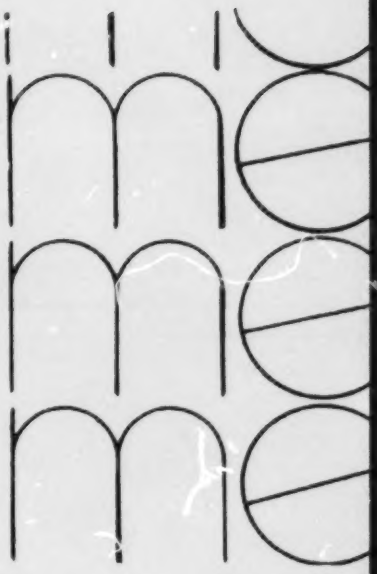
A brief elaboration of these concepts follows:

CONFRONT SITUATIONS

In a democratic society it is imperative that people participate! Too often in group settings we let others talk and we do not express ourselves. The goal is to have everyone in the group participate to become involved at whatever level they feel most comfortable. Personal growth, as well as "growing as a group", requires that we confront the situation -- get in and get wet! There is a risk involved, of course. That's precisely why many of us don't say what's on our minds. Failing to take the risk inhibits our growth. This applies to communication between two individuals as well as group discussions.

"OWN" YOUR PROBLEMS

Our lives are full of unknown "theys". "They" won't let us do it. "They" think we should teach and such, and so and on. Good mental health begins with me, not "you" or "they". "I'm upset because the class is noisy. Can we talk about it"? "I've been feeling hostile toward you since last week when I thought you criticized my children". These are examples of owning problems yourself. Starting communication from this base is healthy, realistic, and productive, particularly if your reactions follow closely after the events that stimulate your feelings.



PUT YOURSELF IN ANOTHER PERSON'S PLACE

Empathy is another word for this attitude. It's trying to feel another person's feelings, to see the world as that person sees it. If you don't care about the person or the problem under consideration, communication is likely to be superficial. Every school of psychological thought, no matter how directive, insists on "rapport" or "empathy" or "investment", before preceding to more direct or demanding inter-action.

SUSPEND JUDGMENT

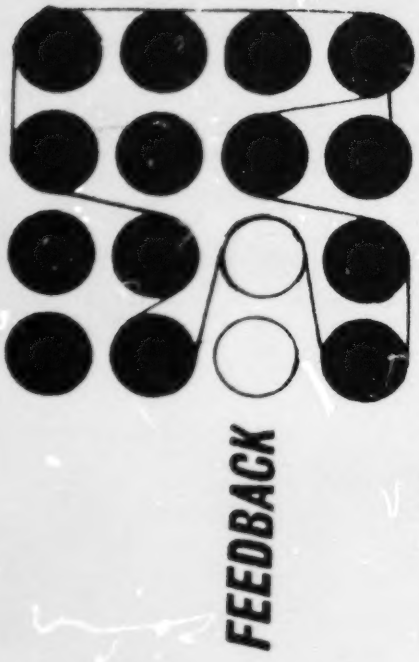
It is unlikely that you could always maintain a posture of complete obqectivity, even if you wanted to. The problem is, we're often prone to react too quickly to others. Listen carefully for the speaker's "real" meaning (in spite of the words used). Stay open for additional information, often questioning to get new data.

NON-VERBAL COMMUNICATION CONSISTENT WITH VERBAL COMMUNICATION

We may tell others the kind of people we are by our dress, hair style, choice of glasses, company we keep, the way we walk sit, eat and stand. We communicate our attitudes, prejudices and basic personalities non-verbally as accurately as verbally, if not more so. It is common in our society to find incongruence between our words and other signals we flash. When there is this discrepancy we wisely choose to "listen" to the non-verbal communication. To be effective communicators and to facilitate trusting relationships we must strive to achieve consonance between our spoken and unspoken words. This usually means "telling it like it is" -- being honest to our own feelings -- in a matter that is consistent with our actions.

AS A LISTENER, REFLECT AND CLARIFY THOUGHTS

Reflecting and clarifying are much alike. Reflecting refers to one person bouncing back the contribution of another, such as, "You'd like that very much?" "You got upset when he called you that?" This reflecting actually helps the other person or group clarify their position. Often it is helpful to summarize a series of statements and then ask, "Is that what you said?" Examples of other clarifying responses are, "Have you tried...?" What are some other ways we can get at this problem?" and, "If you did that, then what do you think would happen?" Reflecting and clarifying can be manipulative and phoney if you are manipulative and phoney! Used sincerely and empathically, however, they are helpful in bringing about clear communication because they are non-coercive, i.e., not used to convince the other person he ought to change.



ENCOURAGE FEEDBACK

Each individual and group needs a feedback process. This assumes, of course, that the person wants the feedback and wants to "correct or change his action" and this should be understood before feedback is given.

When you tell a person something, you really are giving your perception of the situation. This is a key idea. It may or may not be what the other person perceived occurred. It becomes apparent, then, that a degree of tentativeness is appropriate in talking with another person about a situation. "I feel you don't like this group," vs. "You don't like this group." "Is that how you reacted?" vs. "That's how you always react!" "I thought you weren't interested?" vs. "You just weren't interested!"

MINIMIZE DEFENSIVE BEHAVIOR

We often use various psychological defenses such as rationalizing and projecting, particularly when the going gets tough. We need defenses to keep our egos from shattering at times, but used too often they just get in the way of our search for truth. The next time you start to say, "Well, I was going to do that, but ....," stop and think about it!

ELIMINATE "KILLER PHRASES"

"That's okay with those kids, but it'd never work with the disadvantaged." That's a beautiful (and all too common!) example of a killer phrase. Here's one you've heard, "Ah, we already tried that and it didn't work!" Killer phrases are murderous to a discussion.

UNFINISHED BUSINESS

During the course of communication and trust-building activities, people may not have an opportunity to complete a dialogue with another person or persons. This happens because of a time consideration, or sometimes when the teacher asks the group members to switch places or roles within an activity. Unfinished business is a way of dealing with those incomplete dialogues, thoughts, or feelings.

The group leader points out at the first session that the participants can expect these breaks to occur; at the same time encouraging members at some later point to reconnect with the person(s) with whom he feels he has "Unfinished Business". Some indicators of "Unfinished Business" are:

"You didn't have a chance to finish telling me about ..."
"I've been thinking about what you said before ..."
"I wanted to tell you that I really got angry at you when ..."

EFFECTS OF COMMUNICATED RESPONSES

FREEING EFFECTS increase other's autonomy as a person; they increase one's sense of equality.

I. Increasing your understanding of the other as a person and conveying your understanding to him.

Active attentive listening: Responsive listening, not just silence.

Paraphrasing: Testing to insure that the message you got was the one he sent.

Perception check: Showing your desire to relate to him and understand him as a person by checking out your perception of his inner state. Showing acceptance of feeling.

Seeking information to help you understand him: Questions directly relevant to what he has said, not ones that introduce new topics.

Offering information relevant to the other's concerns: But letting him use it or not without pressing him.

II. Helping the other to understand you as a person.

Sharing information that has influenced your feelings and viewpoints.

Directly reporting your own feelings.

Offering new alternatives: Action proposals offered as hypotheses to be tested, not as solutions you already know to be best.

BINDING EFFECTS diminish other's autonomy:

Changing the subject without explanation: For example, to avoid encountering the other's feelings.

Expectations: Binds to past - "You never did this before. What's wrong?" Or cues him to future action - "I'm sure you will ..." "I know you can do it."

Denying his feelings: "You don't really mean that!" "You have no reason to feel that way!" Generalizations like "everybody has problems like that."

Approval on personal grounds: Praising the other for thinking, feeling or acting in ways you prefer; that is, praising him for conforming to your standards.

Disapproval on personal grounds: Blaming or censuring the other for thinking, acting, or feeling in other ways you do not want him to. Imparting unworthy motives to him.

Commands, orders: Telling the other what to do. Includes, "Tell me what to do!"

Emotional obligations: Control through arousing feelings of shame and inferiority. "How can you do this to me when I have done so much for you?"

THE EFFECT OF ANY RESPONSE DEPENDS UPON THE DEGREE OF TRUST IN THE RELATIONSHIP. The less trust, the less freeing effect from any response. The more trust, the less binding effect from any response.

THINGS TO DO

Activities can be implemented by a training team by sharing tasks. For example, one team member can explain the purpose of an activity while another can direct the participants in the activity. The times suggested for each activity are estimates only and can be varied according to group size. If the training package is too long for one session, it is suggested that a logical break in pacing should come between activities.

These activities can also be used individually in other situations where they are appropriate to the purpose of objectives of the group.

WARM-UP EXPERIENCE - WEAR A FACE

Time: 20 minutes

Materials needed: Blank 5 x 8 cards (or 8 1/2 x 11 paper) with holes punched at each corner of one of the long sides. Ball of string. Magic markers or black marking crayons.

Purpose: To provide participants the opportunity to share something about themselves in a light, non-threatening format.

Activity: Each participant receives a blank card, a 2 - 3 foot length of string, and a magic marker. The instructions are to draw a face (pictures only, no words) "How you are feeling today." Each person will then tie the string to the card in the pre-punched holes and hang the card around his neck. Allow no more than five minutes for this phase. When the group is ready, instruct them to circulate around the room and try to interpret the drawings of as many people as they can meet. About 15 minutes is usually sufficient for this.

ANOTHER WARM-UP ACTIVITY - MAKE A FACE

Time: 5 minutes

Materials needed: None

Purpose: To allow for the creative expression of a variety of feelings.

Activity: Ask the group members to stand and begin milling. Once they're moving direct them to stop and stand facing the person closest to them. Have them take turns making a face to show the other how they look when they're angry at someone. Mill once again, and have the next succeeding pairs make faces to express these feelings: "sad", "powerful", "happy", and "serious". Keep the milling moving so that each person has a chance to "Make a Face" with a different person each time.

WARM-UP ACTIVITY - THE "CRYSTAL BALL" GAME

This is a fantasy exercise. Ask the group members to think ahead 20 years and talk about what it might be like 20 years from now. Encourage everyone to participate.

1. What will your house look like, e.g., some of the new appliances, imaginative electronic gadgets?

2. What will people be wearing?

3. What will transportation be like, e.g., what types of automobiles, planes, bicycles?

4. What will cities look like?

5. Add your own category of change._____

_____

A GET ACQUAINTED ACTIVITY - WHO ARE YOU?

Time: 30-45 minutes

Materials needed: Blank 11 1/2 x 16 folders. Ball of string. Magic markers or dark marking crayons. Mimeographed questions.

Activity: Each participant receives a blank folder, a 2-3 foot length of string, a magic marker, and a mimeographed list of questions. The instructions are: pair up with someone you don't know; ask that person the 6 questions and record the responses on the person's card the long way. The 6 questions are: 1) What is your name? 2) What work are you currently involved in? 3) How would you describe yourself? 4) How do you best express feelings of love? 5) What frustrates you about people? 6) What is the feeling you have the most difficulty expressing?

Next reverse the process. After each person has finished questioning, listening, and recording, punch two holes in the folder, tie the string to the card, and hang the card around the neck. When the group is ready, instruct them to circulate around the room and get to know the people in the group by reading their name cards. About 15-20 minutes is usually sufficient for this.

OPTION: The leader can ask the group members to post their name cards on the walls of the room after the activity is over. This allows group members to return at a later time to re-acquaint themselves with identifying information about group members they are interested in and wish to know better.

ADDITIONAL WARM-UP EXPERIENCES (SHORT & HAPPY)

The "I See" Game

Have pairs of individuals face each other. One member of each pair reports to the other member what he sees, feels, or experiences in looking at the other. Reverse the process.

The "I Feel" Game

Have group sit in a circle facing inward and on signal begin the following rhythm:

1. Palms down, slap thighs twice.
2. Clap hands twice.
3. Snap finger on right hand.
4. Snap finger on left hand.

In time with the rhythm, proceed around the circle, each member saying in turn, "I feel ...", supplying an adjective as he snaps his left finger.

NON-VERBAL PAIRING

Time: 5 minutes

Materials needed: None

Purpose: To establish a random pairing of participants as a prerequisite for the next activity.

Activity: The group is asked t be seated in a large circle so that each person's face can be seen by someone else. Instructions are then given to "Look around the group and select someone you know least well, either professionally or socially." Allow a few seconds for the selection. The next instruction to the group is, "Realizing that others may also have selected the same person you did, I want you to non-verbally move toward the person you have selected. Remember you have selected someone you know least well. When you are finished each of you will be paired off with someone." (A member of the training team can participate in this if there is not an even number of participants.

INTERVIEW

Time: 10 minutes

Materials needed: Participants might want to use a sheet of paper and pencil to take notes.

Purpose: To provide participants the opportunity to disclose something significant about themselves to another person, as well as have the experience of gathering significant data from another person.

Activity: Each pair is directed to interview each other for a specified period of time. The format is to have one partner query the other about his background, interests, etc. Emphasize the identification of something significant or different about the person that would interest the total group. It is helpful to jot down notes on the information gathered. Allow about five minutes for the interview. Then have the partners switch roles for the last five minutes.

SHARING INTERVIEW INFORMATION

Time: 2-3 minutes per person

Materials needed: None

Purpose: To provide more in-depth knowledge about each participant in a total group setting.

Activity: Reconvene the pairs into a large circle seating pattern with each pair sitting next to each other in the circle. The format is to have the members of each pair introduce each other to the total group. (Example: Jim and Mary were partners in the interview activity. At this time Jim introduces Mary and tells the group the significant thing(s) he has learned about her. Mary then introduces Jim. Another pair then introduces each other). When all introductions are completed, the option is available of letting the participants ask questions of anyone where more information is desired.

DO YOU MEAN ...?

Time: 5 minutes

Material needed: None

Purpose: To develop better communication and deeper understanding between two people; to make us aware of additional possible meanings of statements in addition to those verbalized.

Activity: Two people sit face-to-face. One makes a statement he believes to be true. The other responds with "Do you mean ..."? to indicate whether or not he has understood. The aim is to get three yes's. For example:

"I think it's hot in here."

"Do you mean that you're uncomfortable?"

"Yes"

"Do you mean that I should be hot, too?"

"No"!

"Do you mean that you want me to bring you a glass of water?"

"No"

"Do you mean that you want me to know that you're uncomfortable?"

"Yes"

"Do you mean that you want me to do something about it?"

"Yes"

At this point at least one has understood the other's meaning. You might want to ask the listener to summarize the three points he received a yes answer to. If the partner were not able to get any yes's then the other would simply have to tell what he meant.

Have the partners change places, so that the statement-maker is now the one who asks, "Do you mean ...?"

SHARING TRIOS

Time: 20 minutes

Materials needed: None

Purpose: To provide the opportunity for participants to share some significant facts or experiences with others and to help develop a trusting climate among group members.

Activity: Have the group divide into groups of three; with each trio having at least one student and one adult in it. The members of each trio are asked in turn to share experiences or information pertinent to them. In each of the three rounds, each trio member is given 2-3 minutes to speak.

Round 1 - Share with those in your trio: "What was the warmest spot or room in your house when you were a child? The place or room where you were most comfortable?

Round 2 - Share: a situation or experience that alwasy makes you angry.

Round 3 - The forces, events, or people who have helped shape your value system.

EXPRESSING PERCEPTIONS: THIS IS WHAT...WANT TO SAY TO...ABOUT...

Time: 30 minutes

Materials needed: Large sheets of chart paper, magic markers, masking tape, two separate rooms.

Purpose: To provide teachers and students (or parents and young people) the opportunity to openly express perceptions of roles and to record data in a non-threatening setting.

Activity: The total group is broken into two smaller groups; teachers and students. The rationale to be stated for this activity is that we often do not really openly express our feelings about a situation for various reasons; e.g., fear of reprisal, concerns for the worth of an idea, etc. In this activity each person in the respective groups will be able to anonymously express feelings and perceptions.

A team member will accompany the group of students to a room. Tape sheets of chart paper to the wall and arrange seating in a semi-circle facing the sheets. The team member gives the instructions: "We are going to brainstorm your perceptions in response to an open-ended statement. The statement is, "Things I would like to say to teachers....." The idea of brainstorming is to get as much data as possible without passing judgment on it. We're more interested in quantity than quality at the moment. No idea silly, because if you have feelings about it, it is meaningful to you. Feel free to state both positive and negative perceptions. I will record your statements on the chart paper." (Instructions for the teacher group are the same except the open-ended statement is, "Things I would like to say to students...")

SHARING PERCEPTIONS (CONFRONTING)

Time: 10 minutes

Materials needed: Teachers' and students' recorded Sharing Interview Information.

Purpose: To confront each group with the perceptions of the other group.

Activity: The team members who recorded the data read the items to the total group. This can be done by reading one group's list completely or by alternating items between group lists.

It is important to read the items as stated without interpreting value systems.

Examples of items which students might say to teachers are:

"Teachers should show more confidence in the judgment of their kids."

"Stop condemning kids who use drugs and figure out why people use them."

"Don't judge people by their appearance."

Examples of items which teachers might say to students:

"Drugs are an escape from reality. You're postponing and compounding your problems."

"What do you want from me? How can I help you?"

Allow no more than 30 minutes for the group to contribute items. It is best to emphasize the notion of expressing the item concisely in response to the open-ended statement, no speech making. Ask the group to refrain from entering into discussion about a contribution. Questions of clarification of terms usually are permitted. At the end of 30 minutes both groups reconvene as a total group. Each team member takes the chart sheets containing the items to the reconvened group. (These will be used in the next activity.)

REACTIONS

Time: 45 minutes

Materials needed: None

Purpose: To bring teachers and students (parents and youth) together in a setting to deal with their reactions to the statements directed toward their respective groups. To emphasize that perceptions are real to the individual, whether based on reality or not, and must be dealt with in an open, accepting environment. To discuss the implications of differing perceptions for the adult/youth relationship.

Activity: Divide the group into smaller groups of 6-8 people with teachers and students (parents and youth) being represented in each group as equally as possible. The discussion format is to be centered around two topical headings:

1. Your personal reactions/feelings to the statements you've heard.

2. What are some implications for us as a total group in view of the perceptions that exist.

Team members can circulate around the groups to be aware of possible directions to consider as an outcome of the discussions. An option is to have someone in each group record key concepts for future in-service application.

Examples of personal reactions might be:

"Some of those statements are completely untrue."

"I felt threatened by some comments."

"I didn't realize that was a concern of theirs."

Implications might include:

"We've got to be more aware of the feelings of others."

"We have to provide ways for feelings to come to the surface."

TRIADS

Time: Approximately 60 minutes (20 minutes/triad)

Materials needed: 3 x 5 cards, pencils

Purpose: To practice the effective elements of communication.

Activity: Ask that each participant individually identify at least three concerns he has about his role or function in a teacher/student (teacher/teacher) relationship. He should concentrate on concerns which are uniquely his; i.e., problems which he owns. Ask participants to then select the most significant concern of the three. Some examples of concerns might be:

Teacher -- "I can't effectively include students in planning what we do."

Student -- "My teacher doesn't give me a chance to show what I really can do."

Ask the total group to divide into groups of three (triads), ensuring that no group is composed of all teachers or all students to the degree that this is possible.

Prior to having the triads start their discussion, it is helpful for the training team to review the nine essentials of communication for the total group. It should be emphasized that the participants should be aware of all nine, but that in the triad setting they will concentrate mostly on the reflecting and clarifying skills.

Explain that the format of the triad will be for one person (a) to share his most significant problem with another person (b), while the third person (c) will serve as the observer of the communication process. The responsibility of b will be to help a look at his problem by practicing reflecting and clarifying skills. The role of c, the observer, will be to tune-in to the discussion of a and b, offering suggestions when he feels it will help the communication process.

The observer will also provide a summary to a and b at the end of their discussion. Approximately 15 minutes should be allowed for the discussion between a and b, and about 5 minutes for the summary from the observer.

The roles are then changed to allow a new person to share his problem as well as to have a new observer. The same process is repeated for a third time which will provide each person the opportunity to experience each role.

ROLE CYCLE

I	II	III
A - Problem Owner	A - Observer	A - Helper (Reflector)
B - Helper (Reflector)	B - Problem Owner	B - Observer
C - Observer	C - Helper (Reflector)	C - Problem Owner

FISH BOWL TECHNIQUE

Time: 30 minutes

Materials needed: paper and pencils

Purpose: To get at underlying attitudes about drug use and abuse; to stimulate thinking and discussion about the judgemental criteria used to make these decisions.

Activity: Furnish the goup members with pieces of paper. Ask them to make two (2) columns, one to be labeled "Use", the other to be labeled "Abuse". Read aloud a list of terms and ask each person to write each one in one column or in the other. The terms might include:

marijuana	gin	heroin	amphetamines
cough syrup	tobacco	PCP	cocaine
LSD	methadone	barbiturates	hashish

Tally on newsprint or chalkboard the numbers of people who placed each term in each column. Now, take those people who placed "gin" in the "Use" column and have them sit in a circle in the middle of the group, surrounded by the others, and discuss why they made the choices they did. (The same might be done with those who identified any of the other terms.) Discuss the reasons for the labeling in terms of 1) personal hazards, 2) social effects, and 3) legitimacy of use.

SURFACING

Time: Approximately 30 minutes (for a group of 15-20 people).

Materials needed: Paper and pencils or pens

Purpose: To explore the possibility of releasing some of the feelings and relationships that have been building up in silence between members of the group.

Activity: Have the group members complete the following sentences. Then allow everyone a chance to read his completed sentences.

- The person in the group I would really like to get to know a lot better is _____.
- The person in the group who seems to be most like myself is _____.
- The person I would miss the most if he (she) were not here is _____.
- The person in the group who seems to understand me best is _____.
- The person in the group whom I would like to know that I care about him (her) is _____.

A discussion usually follows this acitvity, with group members responding as they choose.

WHICH PERSON ...

Time: 15 minutes

Materials needed: None

Purpose: To get participants in touch with the non-verbal communication that has taken place in the group.

Activity: While milling, ask the group members to stop in front of the person in the group whom they consider intelligent. Indicate that it's all right to go over and join a pair that contains the person they want to choose. Allow person A (the picker) a short while to share with person B the reasons for choosing him or her and also person B to express their reaction and feelings to having been chosen on this basis. Begin with the milling

again, and in each successive segments have participants choose the person in the group who:

a. is like themselves
b. would be fun to be with
c. (add your own) _____

VARIATION

Sheets of paper are prepared by cutting or tearing so that each of the sections becomes a separate slip of paper.

a good looking person	a deep thinker
a warm, friendly person	a leader
a happier person	a city person

Instruct the group to fill in the name of the person (s) in the group whom they think are described by the characteristics.

Proceed them in the same manner as the WHICH PERSON ..., exercise, but without the milling. Point out that one person can give more than one slip to another person, and that all six slips need not necessarily be used.

WHAT KIND OF PROGRAM: A Role-Playing Game

Time: 40 minutes or so

Materials needed: Identification tags with labels listed below. (Could be sheets of paper with string to hang around neck)

Purpose: To examine the process of developing a programmatic response to a problem; to highlight the values, rationales, and negotiating strategies people in different roles bring to a given problem.

Activity: Hand out "role" identification sheets bearing the following labels to the participants. Role labels may include:

psychiatrist	teacher	lawyer	policeman
teenager	minister	radical youth	ex-addict
banker	librarian	student	principal

black militant	nurse	pharmacist
ghetto parent	mother	bartender
school janitor	taxi driver	counselor

The problem for the group: $50,000 will be made available for the best program which has some elements of prevention and/or treatment for drug use. Individuals suggest ideas. Those attracted to an idea, gather and create a proposal.

At the point two or more proposals seem to be developing and gaining support, stop the game and force negotiations to build alliances for one or more of the proposals.

Suggestion: Two or more observers from within a group or leader might function to identify values, rationales, or negotiating strategies; might suggest areas of concern to the group which they have neglected; or, might strengthen worthwhile ideas which are identified.

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A NOTE

Teams may wish to devise their own communications activities. Those described in this booklet have been used effectively. Trainer teams must be aware of the optimum time during the training cycle for introducing work in communication skills. Generally, the first or last day is not suitable. We have found that best results are produced when communication skills are explored one-quarter into the workshop time.

Revision of an earlier adaptation by DARTE of the publication "Design for Training in Communication Skills and Conflict Resolution" prepared by Walter Schumacher for the Paraprofessional Training Project, Wayne County Intermediate School District.